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ABSTRACT

When a college is held in high esteem by the important and prominent leaders in the larger community, that community can be counted on in times of need or crisis. Therefore, community involvement, though clearly a high moral imperative, also grows out of the college's enlightened self-interest. In an effort to increase involvement in and with the larger community, Capilano College (CC) in Vancouver, British Columbia, sought to involve itself in an important community project which would have long-lasting positive outcomes for the community. The opportunity for involvement arose during British Columbia's recession of 1985. CC funded a feasibility study and then an economic development plan which gained the respect of local government and area business leaders. The successful implementation of the plan placed the college in high esteem. Having earned the respect of local governments and the local community, the college received funding from both sources for construction of a new gymnasium at the college. Encouraging faculty and staff to involve themselves in community projects of interest to them became another mechanism to raise the visibility of, and regard for, the college. Aspects of the curriculum, such as the labor studies program which educates and trains members of the trade union movement, has also served to increase community involvement and the college's positive image. Finally, an international student exchange program involving host families has helped to foster cross-cultural awareness in the community. Community involvement can take many forms and have many benefits and should be on the college's corporate agenda. (JMC)

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IN OCTOBER 1988, INC. PUBLISHED AN INTERVIEW BETWEEN THEIR SENIOR WRITER AND RONALD HEIFETZ ON THE TOPIC OF LEADERSHIP. IN THAT INTERVIEW, AS HE HAS DONE ELSEWHERE, HEIFETZ AVOIDS THE USE OF THE WORD "LEADER," PREFERRING INSTEAD TO TALK ABOUT LEADERSHIP.

THE REASON FOR THIS IS THAT HE DEFINES LEADERSHIP AS AN ACTIVITY AND NOT AS A SET OF PERSONALITY CHARACTERISTICS. HE GOES ON TO SAY THAT THE ACTIVITY OF LEADERSHIP IS THE MOBILISATION OF THE RESOURCES OF A PEOPLE OR OF AN ORGANISATION TO MAKE PROGRESS ON THE DIFFICULT PROBLEMS IT FACES. HE ELABORATES ON THIS BY SAYING THAT SOMEONE EXERCISING LEADERSHIP ON A DIFFICULT PROBLEM IS ORCHESTRATING THE PROCESS OF GETTING FACTIONS WITH COMPETING DEFINITIONS OF THE PROBLEM TO START LEARNING FROM ONE ANOTHER.

IN THE NEXT BREATH OF THE INTERVIEW HEIFITZ PUTS IT MORE BLUNTLY: SOMEONE EXERCISING LEADERSHIP IS PROBABLY GENERATING DISEQUILIBRIUM. THAT IS TO SAY, HE OR SHE IS EITHER RAISING ISSUES OR ASKING QUESTIONS THAT DISTURB PEOPLE AND FORCE PEOPLE TO COME TO TERMS WITH POINTS OF VIEW OR PROBLEMS THAT THEY WOULD RATHER NOT CONSIDER, OR THE PERSON IS PROTECTING PEOPLE IN THE ORGANISATION WHO ARE CREATING DISEQUILIBRIUM.

SO, IN THE SPIRIT OF A CONFERENCE KEYNOTED BY RONALD HEIFITZ, MY WISH IS TO INDUCE A SMALL MEASURE OF DISEQUILIBRIUM ON THE TOPIC OF INVOLVING THE COMMUNITY. IN DOING THIS, I WILL BE USING THE CAPILANO COLLEGE EXPERIENCE AS THE SOURCE OF MY EXAMPLES AND TO MAKE MY POINTS. THIS REFLECTS PRIDE, NOT CORPORATE EGOTISM. BUT MORE THAN THAT, IT REFLECTS THE INJUNCTION I RECEIVED FROM OUR COLLEAGUE, GEORGE DELANEY, TO REPORT TO YOU ON SOME OF THE THINGS THAT WE HAVE DONE IN NORTH VANCOUVER. IF I HAVE MISUNDERSTOOD GEORGE'S INJUNCTION I TRUST YOU WILL FORGIVE ME; AND IF I HAVE NOT, I TRUST YOU WILL UNDERSTAND THE REASON FOR THE UNDUE FOCUS ON ONE COLLEGE. FOR ANY REMAINING FAILURES, HOWEVER, I ALONE MUST ASSUME FULL RESPONSIBILITY FOR THEM.

INVOLVING THE COMMUNITY--IT REALLY IS A LOVELY PHRASE. THERE IS A WARM AND COMFORTING SENSE OF MORAL RECTITUDE ABOUT THIS PHRASE. AS COMMUNITY COLLEGES, ISN'T THAT WHAT WE ARE TO BE ABOUT? ARE WE NOT TO BE IN AND OF THE COMMUNITY WE ARE THERE TO SERVE? ARE

WE NOT TO WORK WITH AND FOR OUR COMMUNITY FOR THE GREATER GOOD OF OUR COMMUNITY? AND SO I ASK, IS THE CLASSROOM THE ONLY PLACE WHERE THIS HIGH MORAL IMPERATIVE CAN BE EFFECTIVELY PURSUED?

DO YOU THINK YOUR COLLEGE INVOLVES EFFECTIVELY ITS COMMUNITY? FOR WHAT PURPOSE AND WHOSE BENEFIT IS COMMUNITY INVOLVEMENT ENGAGED IN? HOW DO YOU KNOW WHEN YOUR COMMUNITY FEELS INVOLVED? IS THERE EVEN ANY IMPULSE TO INVOLVE YOUR COMMUNITY CONTAINED IN YOUR COLLEGE'S MISSION STATEMENT?

IF YOUR COLLEGE INVOLVES THE COMMUNITY, IS THERE A CORPORATE UNDERSTANDING OF WHY THE INVOLVEMENT IS IMPORTANT? IF YOUR COLLEGE DOES NOT INVOLVE THE COMMUNITY IN ANY SIGNIFICANT WAY, IS THERE A CORPORATE UNDERSTANDING OF WHY THAT CHOICE IS MADE?

ARE THERE GOOD AND LEGITIMATE IMPERATIVES OTHER THAN THE MORAL IMPERATIVE FOR THE INVOLVEMENT OF THE COMMUNITY?

WHEN INVOLVING THE COMMUNITY MEANS FEWER CLASSES OFFERED SO THAT FUNDS ARE FREED UP TO BE SPENT IN OTHER WAYS ON AND FOR THE COMMUNITY, DOES INVOLVING THE COMMUNITY STILL COMMAND THE MORAL HIGH GROUND?

IF INVOLVING THE COMMUNITY IS A VALUE WE HOLD IN HIGH REGARD, THEN IT CONTAINS FOR US THE COMMANDMENT, GO AND INVOLVE THE

COMMUNITY. NOW WE ARE FACED WITH THE QUESTIONS, WHAT DOES INVOLVE MEAN? HOW DO WE INVOLVE? AND THE MOST IMPORTANT AND REALLY QUITE SUBTLE QUESTION, WHO IS OUR COMMUNITY?

BEFORE PLUNGING INTO POSSIBLE ANSWERS, I MUST EMPHASISE THAT MY PRESENTATION IS MADE IN THE SPIRIT OF SHARING IDEAS, NOT PRESCRIBING ACTION. THE PRINCIPLE IDEA I SHARE WITH YOU IS THAT I TRY TO THINK OF OUR EFFORTS AT INVOLVING THE COMMUNITY AS BEING A WAY OF MAKING AN INVESTMENT IN OUR COMMUNITY.

TO MY WAY OF THINKING, THERE IS AN EXTERNAL COMMUNITY AND AN INTERNAL COMMUNITY. MUCH OF WHAT I SAY TODAY IS SAID ABOUT THE EXTERNAL COMMUNITY. I'LL START BY TELLING YOU SOME THINGS ABOUT WHO AND WHAT WE AT CAPILANO THINK IS OUR COMMUNITY. BEFORE YOU THINK ME TOO PRESUMPTIOUS, LET ME SAY THAT THIS IS NOT INTENDED TO DEFINE COMMUNITY FOR EVERY COLLEGE. RATHER, IT IS ONE DEFINITION WHICH MAY PROVIDE A USEFUL BACKDROP AGAINST WHICH TO RE-EXAMINE YOUR DEFINITION OF COMMUNITY.

CAPILANO COLLEGE WAS FOUNDED TO SERVE THE NORTH SHORE OF VANCOUVER WHOSE POPULATION IS NOW ABOUT 150,000 DIVIDED INTO THREE MUNICIPALITIES. FOR THOSE OF YOU WHO HAVE BEEN TO VANCOUVER, I AM IDENTIFYING THE POPULATION LOCATED AT THE FOOT OF THE MOUNTAINS ON THE NORTH SIDE OF VANCOUVER'S INNER HARBOUR. TO GET TO OUR COLLEGE REGION ON THE NORTH SHORE FROM DOWNTOWN

VANCOUVER, YOU CROSS EITHER THE LIONS GATE SUSPENSION BRIDGE OR THE SECOND NARROWS BRIDGE, OR YOU TAKE THE SEA BUS ACROSS THE HARBOUR.

HOWEVER, FOR THE LAST FIFTEEN YEARS, THERE HAS BEEN NO TUITION FEE PENALTY FOR STUDENTS WHO LIVE IN ONE COLLEGE REGION ATTENDING A COLLEGE IN ANOTHER REGION. OTHER THAN TRAVEL TIME, TRAVEL COST, OR SIMPLY THE HASSLE OF COMMUTING, THERE IS NO IMPEDIMENT TO A STUDENT LIVING IN ONE PART OF THE LOWER MAINLAND ATTENDING ANY OF THE COLLEGES IN THE LOWER MAINLAND. IN PRACTICE, THERE IS A FREE FLOW OF STUDENTS AMONG FIVE COLLEGES SERVING A TOTAL LOWER MAINLAND POPULATION OF ABOUT ONE POINT SEVEN MILLION PEOPLE.

IN A VERY CRUDE SENSE, THE LOWER MAINLAND IS SIMILAR TO THE EVERETT TO KING COUNTY CORRIDOR. VANCOUVER COMMUNITY COLLEGE AND ITS THREE MAJOR AND ESSENTIALLY INDEPENDENT CAMPUSES ARE CRUDELY ANALOGOUS TO SEATTLE COMMUNITY COLLEGE AND ITS THREE MAJOR, ESSENTIALLY INDEPENDENT COLLEGES. THESE TWO INSTITUTIONS BOTH SERVE WHAT I SEE AS ESSENTIALLY AN URBAN, INDUSTRIAL COMMUNITY.

CAPILANO IS LIKE ONE OF YOUR REMAINING COLLEGES BETWEEN EVERETT AND HIGHLINE. I'LL LEAVE IT TO YOU TO SAY WHICH OF THE OTHER GREATER SEATTLE COLLEGE COMMUNITIES IS MOST LIKE THE ONE CAPILANO WAS FOUNDED TO SERVE.

THE MOST SIGNIFICANT CHARACTERISTIC OF THE NORTH SHORE COMMUNITIES WE SERVE IS THEIR HIGH EDUCATIONAL LEVEL.

I DON'T WANT TO BURY YOU IN STATISTICS, BUT THE FOLLOWING FACTS WILL EXPLAIN WHY WE HAVE A MISSION STATEMENT WITH AN UNUSUAL TWIST TO IT.

1. THEY ARE THE MOST HIGHLY EDUCATED POPULATION IN THE PROVINCE.

   - OF THOSE WHO ARE 15 YEARS OF AGE AND OLDER, 55% HAVE GRADUATED FROM HIGH SCHOOL. THE PROVINCIAL FIGURE IS 35%.

2. THEY ARE THE LEAST UNDER-EDUCATED POPULATION IN THE PROVINCE.

   - OF THOSE WHO ARE 15 OR OLDER, ONLY 5% HAVE A GRADE EIGHT OR LESS EDUCATION. THE PROVINCIAL FIGURE IS 19%.

3. THEY ARE THE MOST INTERESTED IN CONTINUING THEIR EDUCATION.

   - OF THE ENTIRE NORTH SHORE POPULATION, 2.34% ARE REGISTERED AT A COLLEGE.

   - OF THE 15 - 24 AGE COHORT, 3.99% ARE REGISTERED IN FIRST YEAR COLLEGE ON A FULL-TIME BASIS.

4. IN INCREASING NUMBERS STUDENTS ARE CHOOSING TO PURSUE THEIR STUDIES AT CAPILANO RATHER THAN SOME OTHER LOWER MAINLAND COLLEGE.

- IN THE 1984/85 ACADEMIC YEAR, 62% OF THE 1984 HIGH SCHOOL GRADUATING CLASS WERE IN ATTENDANCE AT A COLLEGE OR UNIVERSITY SOMEWHERE IN NORTH AMERICA.

- OF THESE, 60% DID THE ATTENDING AT CAPILANO COLLEGE WHEN MANY OF THEM, ON THE BASIS OF THEIR GRADE POINT AVERAGE, COULD HAVE CHOSEN TO GO TO THE UNIVERSITY OF BRITISH COLUMBIA OR TO SIMON FRASER UNIVERSITY, TO VANCOUVER COMMUNITY COLLEGE, DOUGLAS COLLEGE, KWANTLEN COLLEGE, THE BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY, THE JUSTICE INSTITUTE, THE EMILY CARR COLLEGE OF ART, THE OPEN LEARNING UNIVERSITY OR THE OPEN LEARNING COLLEG--ALL OF WHICH INSTITUTIONS ARE ACCESSIBLEW TO THE RESIDENTS OF THE LOWER MAINLAND.

AS I HINTED AT EARLIER, IN TERMS OF INSTITUTIONS TO ATTEND IN THE LOWER MAINLAND TO PURSUE STUDIES IN WHAT YOU WOULD CONSIDER TO BE THE CORE ACADEMIC AND CAREER PROGRAMS, THE CHOICE FOR THE STUDENT IS CONSIDERABLE. THE EVIDENCE IS THAT MANY ARE CHOOSING TO ATTEND CAPILANO. AS AN ASIDE, WE

CONSIDER THE NUMBER OF PEOPLE MAKING THAT CHOICE IS ONE MEASURE OF OUR INVOLVEMENT WITH THE COMMUNITY.

5. OF THE THREE MUNICIPALITIES WE SERVE, ONE HAS THE HIGHEST TAXABLE INCOME IN CANADA, AND THE OTHER TWO TAKEN TOGETHER HAVE THE TENTH HIGHEST TAXABLE INCOME IN CANADA.

OVER ITS TWENTY-TWO YEAR HISTORY, THE TRADITIONS AND PERFORMANCE RECORD OF THE COLLEGE HAVE DEVELOPED AS A REFLECTION OF THIS IMMEDIATE COMMUNITY THE COLLEGE WAS FOUNDED TO SERVE. WE THINK THESE ARE CAPTURED IN THE MISSION STATEMENT ADOPTED BY OUR BOARD IN FEBRUARY OF THIS YEAR.

THE FIRST SENTENCE OF OUR COLLEGE'S STATEMENT OF MISSION AND VALUES SAYS, AND I QUOTE:

> "The mission of Capilano College is to be a post-secondary institution dedicated to excellence in teaching and learning, and an institution of first choice for students."

THIS MISSION STATEMENT IS THE PRODUCT OF A RECENT YEAR-LONG, INSTITUTION-WIDE EXERCISE TO EXAMINE THE COLLEGE'S MISSION, DEVELOP A STRATEGIC PLAN AND A THREE YEAR OPERATIONAL PLAN. IT REFLECTS THE WISDOM OF THE INTERNAL COMMUNITY, OUR FACULTY AND

STAFF, WHO ARE OUR GREATEST RESOURCE. THROUGH THE PROCESS OF PUBLIC HEARINGS AND OTHER INPUT FROM OUR IMMEDIATE COMMUNITY ON THE MISSION STATEMENT AND STRATEGIC PLAN WE BELIEVE IT REFLECTS THE NEEDS AND ASPIRATIONS OF THE CITIZENS.

THE TWIST TO THE MISSION AT WHICH I HINTED EARLIER IS OBVIOUSLY THE REFERENCE TO BEING AN INSTITUTION OF FIRST CHOICE. HOWEVER, GIVEN THE CHARACTERISTICS OF OUR IMMEDIATE COMMUNITY, IT IS NO SURPRISE THAT THE COMMUNITY IS QUITE CONTENT TO HAVE ITS COMMUNITY COLLEGE SET ITSELF THE CHALLENGE OF BEING AN INSTITUTION OF FIRST CHOICE.

WHAT THIS MEANS IS THAT WE WANT TO BE AN INSTITUTION OF FIRST CHOICE IN THE MINDS OF THE COMMUNITY OF THE NORTH SHORE OF VANCOUVER AND THE WIDER POPULATION OF THE LOWER MAINLAND OF VANCOUVER, AND PARTICULARLY WE WANT TO BE FIRST CHOICE IN THE MINDS OF THOSE WHO WOULD BE STUDENTS.

PUT QUITE SIMPLY, WE WANT TO BE THE KIND OF INSTITUTION THAT REGARDLESS OF WHAT PROGRAM OF STUDIES ANY STUDENT WANTS TO PURSUE, REGARDLESS OF WHERE THAT STUDENT LIVES IN BRITISH COLUMBIA, BUT PARTICULARLY IF HE OR SHE LIVES IN THE LOWER MAINLAND, WE WANT CAPILANO COLLEGE TO BE THE FIRST CHOICE IN THE MIND OF THAT STUDENT.

FROM THIS IT IS QUITE CLEAR THAT WE HOLD A BROAD VIEW OF WHOM ARE OUR COMMUNITY. WE TEND TO PUT NO GEOGRAPHIC BOUNDARIES ON WHERE OUR COMMUNITY IS LOCATED. INDEED, IN OUR STATEMENT OF MISSION AND VALUES WE DECLARE THAT OUR MISSION REFLECTS FIVE VALUES ONE OF WHICH IS COMMUNITY ABOUT WHICH WE HAVE THIS TO SAY:

> "The college considers itself an important resource in the economic and cultural life of its immediate region and beyond: to the rest of the province, the nation, and internationally. It seeks both to respond to community needs and to offer its expertise and leadership in actively helping its communities to anticipate future needs, problems and opportunities."

BY NOW YOU MUST HAVE A FAIR IDEA OF WHAT THE EXTERNAL COMMUNITY IS THAT WILL BE THE OBJECT OF CAPILANO'S EFFORTS TO INVOLVE. EQUALLY, YOU SEE THAT OUR INTENTION TO BE INVOLVED WITH, IE., TO INVOLVE THE COMMUNITY, IS EMBEDDED IN THE MISSION. SO NOW I TURN TO THE HOW AND WHY OF INVOLVEMENT.

WHY INVOLVE THE COMMUNITY IN THE BUSINESS AND ACTIVITIES OF THE COLLEGE? THE STRAIGHT FORWARD ANSWER IS ENLIGHTENED SELF-INTEREST. BEFORE WE MADE INVOLVEMENT OF THE COMMUNITY A STRATEGIC IMPERATIVE, AND PART OF THE REASON TO MAKE IT AN

IMPERATIVE, WAS THE REALISATION THAT OUR GREATEST CONTACT WAS WITH THE LEAST INFLUENTIAL MEMBERS OF OUR COMMUNITY. OUR GREATEST CONTACT WAS WITH THE STUDENTS IN OUR CLASSROOMS. IN THE BROAD SCHEME OF LIFE, STUDENTS AND RECENT GRADUATES HAVE LITTLE INFLUENCE, POWER, OR MONEY TO BE APPLIED TO THE CURRENT BUSINESS INTERESTS AND PROBLEMS FACING THE COLLEGE.

THE TRUTH IS THAT OUR SERVICE TO STUDENTS, IN SPITE OF ITS HIGH QUALITY AND EFFECTIVENESS, WAS NOT MAKING THE COLLEGE A HOUSEHOLD WORD IN THE BOARDROOMS OF THE NORTH SHORE, FAR LESS THOSE OF THE LOWER MAINLAND. WE WANTED A POOL OF PEOPLE WITH POLITICAL INFLUENCE OF THE WIDEST KIND WHOM WE CAN MOBILISE ON OUR BEHALF AND ON BEHALF OF EDUCATION WHEN NEXT THE CHIPS ARE DOWN. WE WANTED A POOL OF EMPLOYERS FOR WHOM THE MERE MENTION OF CAPILANO COLLEGE BY A JOB-APPLICANT WOULD FAVOURABLY DISPOSE THE EMPLOYER TOWARDS THE APPLICANT.

OF COURSE, WE RECOGNISED THE STUDENT POPULATION AS A POTENTIAL ASSET, ONE WHOSE VALUE WOULD BE REALISED A DECADE OR MORE IN THE FUTURE. BUT EVEN THEN, WE WOULD ONLY REALISE THAT VALUE IF WE HAD IN PLACE MECHANISMS TO INVOLVE THEM IN THEIR ROLE AS CITIZEN.

SO, SIMPLY PUT, WE WERE IGNORING THE INFLUENTIAL COMPONENT OF OUR COMMUNITY AND IT WASN'T ON OUR AGENDA TO PAY ATTENTION TO THEM.

BUT IN 1985, WE PUT IT ON OUR AGENDA. THIS IS A POINT I MAKE TO YOU: WHETHER OR NOT IT IS IN YOUR MISSION, INVOLVEMENT OF YOUR COMMUNITY IS NOT GOING TO HAPPEN IF YOU DON'T HAVE IT ON YOUR AGENDA.

WHAT WE DID WAS TO MAKE IT A STRATEGIC IMPERATIVE TO FIND SOME PRETTY BIG, PRETTY SIGNIFICANT PROJECT IN THE COMMUNITY IN WHICH WE COULD ENGAGE IN LEADERSHIP ACTIVITIES SIDE BY SIDE WITH INFLUENTIAL MEMBERS OF THE COMMUNITY. WE WANTED A PROJECT THE RESULTS OF WHICH WOULD BE POSITIVE AND LONG LASTING IN THE COMMUNITY. THIS WOULD MEAN, WE THOUGHT, THAT WE WOULD BE HELD IN ESTEEM FOR A LONG TIME NOT ONLY BY THOSE WITH WHOM WE WORKED ON THE PROJECT BUT BY THOSE WHO BENEFITED AND THOSE WHO WITNESSED THE BENEFICIAL EFFECTS.

WELL, LET ME TELL YOU THAT WHEN YOU HAVE YOUR EYES OPEN, WHEN YOUR MIND IS OPEN AND YOU ARE THINKING DIVERGENTLY, IT DOESN'T TAKE LONG TO DISCOVER OR STUMBLE ACROSS THE OPPORTUNITIES.

IN 1985, A SERIOUS RECESSION IN BRITISH COLUMBIA WAS JUST BOTTOMING OUT. PEOPLE WERE HURTING AND THERE WAS AN ALMOST DESPERATE PUSH TO FIND WAYS OF FUELING THE LOCAL ECONOMY. SOMEHOW WE GOT CONNECTED WITH A GROUP WHOSE ONLY ASSET WAS THEIR SOCIAL CONSCIENCE AND THEIR OBJECTIVE WAS TO CREATE JOBS FOR

PEOPLE. NO POLITICIANS AMONG THEM; NO BUSINESS LEADERS AMONG THEM; NO SENSE OF WHAT TO DO TO ACHIEVE THEIR OBJECTIVE.

WE WEREN'T SURE WHAT TO DO EITHER, BUT WE KNEW INSTINCTIVELY THIS WAS THE PROJECT WE WERE LOOKING FOR. WE WERE GOING TO INVOLVE OUR COMMUNITY, WE WERE GOING TO BE INVOLVED WITH THEM, WE WERE GOING TO MAKE A DIFFERENCE IN A PROJECT WHICH WOULD MAKE A DIFFERENCE FOR OUR NORTH SHORE COMMUNITY.

SOMEWHERE THERE WAS THE FLASH OF INSIGHT. THE PROJECT WOULD BE THE CRAFTING OF AN ECONOMIC DEVELOPMENT PLAN FOR THE ENTIRE NORTH SHORE. THE PLAN WOULD BE CRAFTED BY A CROSS-SECTION OF THOSE WHO IN SOME WAY WERE CONNECTED WITH OR AFFECTED BY ECONOMIC DEVELOPMENT. EVEN THOUGH IN THE HISTORY OF OUR THREE MUNICIPALITIES THEY HAD NEVER SAT IN THE SAME ROOM TO WORK ON COMMON STRATEGIES FOR ECONOMIC DEVELOPMENT, OR MUCH ELSE, OUR MOTLEY LITTLE GROUP DETERMINED TO HAVE THE THREE MUNICIPALITIES PARTICIPATE IN CRAFTING THE PLAN AND HAVE THEM EACH ACCEPT THE PLAN BY RESOLUTION IN COUNCIL. WE ALSO DETERMINED THAT POLITICIANS, AND BUSINESS, AND THE PEOPLE--THE WORKERS, IF YOU WILL--WERE GOING TO WORK TOGETHER IN COMMON PURPOSE ON THIS PROJECT.

OUR LITTLE GROUP DID WHAT WAS IN EFFECT A FEASIBILITY STUDY. THE COLLEGE COVERED ALL THE COSTS; WE DIDN'T ASK ANYONE FOR MONEY FOR

THIS STAGE. MY INTUITION SAID DON'T ASK FORTHE NICKELS AND DIMES; SAVE THE ASK FOR THE BIG BUCKS. WE PRESENTED OUR FEASIBILITY STUDY TO A GROUP OF ABOUT ONE HUNDRED AND TWENTY MOVERS AND SHAKERS DRAWN FROM EVERY SEGMENT OF THE COMMUNITY.

I WAS ASKED TO CHAIR THE TOWNHALL STYLE MEETING WHICH WAS HELD ON THE NEUTRAL TERRITORY OF THE COLLEGE CAMPUS. AT THE APPROPRIATE POINT I ASKED, WHERE DO WE GO FROM HERE AND WHO IS GOING TO LEAD IT? THE ANSWER WAS UNEQUIVOCAL: MOVE EXPEDITIOUSLY TO CRAFT AN ECONOMIC DEVELOPMENT PLAN FOR THE NORTH SHORE; HAVE THE COLLEGE LEAD IT BECAUSE WE WERE BEST EQUIPPED TO PLAY THE ROLE OF A NEUTRAL, COORDINATING AND LIAISING FORCE; AND, THE POLITICIANS HEARD THEIR INFLUENTIAL CITIZENRY TELL THEM THAT THEY SHOULD FOOT THE MAJOR PORTION OF THE BILL.

WELL, THIS WAS ALL TOO NEW FOR THE POLITICIANS AND THEY DIDN'T THINK THEIR MUNICIPAL COUNCILS WOULD PASS SUCH FUNDING RESOLUTIONS. THE GREATEST IMPEDIMENT WAS THE FACT THAT NO COUNCIL WANTED TO BE THE FIRST TO PASS SUCH A RESOLUTION. I SAID NOT TO WORRY, THE COLLEGE WAS A GOOD CORPORATE CITIZEN AND WE WOULD PAY THE BILLS SO LONG AS THESE FOLK WERE GOING TO PAY THEIR WAY BY WORKING HARD AS VOLUNTEERS ON THE VARIOUS COMMITTEES WE WOULD NEED.

WORK THEY DID. WITHIN THE YEAR, THE PLAN WAS DRAWN BASED ON A

DETAILED ANALYSIS OF THE NORTH SHORE'S CURRENT AND POTENTIAL ECONOMIC ACTIVITY. IT WAS ACCEPTED BY EACH OF THE THREE COUNCILS. INCLUDED IN THAT ACCEPTANCE WAS THEIR AGREEMENT TO SHARE THE COST OF RESEARCHING, DEVELOPING AND IMPLEMENTING AN ECONOMIC DEVELOPMENT COMMISSION. SOME THREE YEARS LATER, THIS COMMISSION REMAINS IN PLACE, IS EFFECTIVE IN ITS WORK, AND IS A VISIBLE SYMBOL OF AND REMINDER OF THE VALUE OF THE COLLEGE TO THAT PART OF ITS COMMUNITY WHICH IS RARELY, IF EVER, IN ITS CLASSROOMS.

YOU'LL RECALL THAT I MENTIONED ENLIGHTENED SELF-INTEREST. WHERE DID THIS COME IN? WE WANTED TO BUILD A GYMNASIUM AND THE PROVINCIAL GOVERNMENT SAID, WE'RE JUST COMING OUT OF A RECESSION, WE'VE ONLY GOT MONEY TO PAY TEACHERS' SALARIES. SO WE SAID, HOW ABOUT A PARTNERSHIP OF PROVINCIAL GOVERNMENT, MUNICIPAL GOVERNMENT AND THE COMMUNITY AT LARGE.

OUR STUDENT SOCIETY WERE THE FIRST IN AGREEING TO DONATE $700,000. OUR MUNICIPALITIES AGREED TO GIVE US $600,000 IN RETURN FOR ACCESS TO THE GYMNASIUM. THAT ALLOWED US TO PERSUADE THE PROVINCIAL GOVERNMENT TO COMMIT $1.2M PLUS ANOTHER $400,000 FROM THE PROVINCE'S LOTTERY FUND. OTHER MONEY WAS RAISED THOUGH A FUND-RAISING CAMPAIGN. THE GYMNASIUM IS NOW BEING BUILT AND THAT POSSIBILITY GOT STARTED BECAUSE WE EARNED THE RESPECT OF OUR MUNICIPAL GOVERNMENTS.

I CAN'T SAY FOR SURE, BUT I HAVE A HUNCH THAT PEOPLE HELD US IN HIGH ENOUGH ESTEEM THAT THEY WERE PREPARED TO ASSIST US IN A PROJECT THAT THE PROVINCIAL GOVERNMENT SHOULD HAVE DONE IN ITS ENTIREITY.

I PERSONALLY HAD NOT BEEN FRONT AND CENTRE IN THE COLLEGE'S WORK THAT LED TO THE ECONOMIC DEVELOPMENT COMMISSION. I DID, HOWEVER, CONVENE A MINIATURE TOWN HALL MEETING IN EACH OF OUR TWO RURAL COMMUNITIES. THESE TWO AREAS EACH HAVE A POPULATION OF ABOUT 15,000 SPREAD OUT OVER A STRETCH OF VALLEY THAT TAKES AN HOUR TO DRIVE ITS LENGTH. AGAIN THE COLLEGE SERVED AS A FOCAL POINT FOR COMMUNITY ASPIRATIONS. QUIETLY AND OUT OF THE LIMELIGHT WE HELPED THEM GET FEDERAL FUNDING FOR ECONOMIC DEVELOPMENT ACTIVITIES, SPECIAL GRANTS FOR THE PHYSICALLY DISADVANTAGED, GRANTS FOR THE TRAIANING OF WOMEN LOOKING TO RE-ENTER THE WORK FORCE, AND GRANTS FOR TRAINING ACTIVITIES WITH OUR NATIVE PEOPLE IN THOSE REGIONS.

SEPARATE FROM THESE GOVERNMENT HAND OUTS, WE SERVED AGAIN AS A FOCAL POINT FOR COMMUNITY TASK FORCES ON TOURISM, FORESTRY AND AGRICULTURE. THE BEAUTY IS THAT THESE FIRST TASK FORCES SPAWNED COMMUNITY-BASED WORKING GROUPS THAT CONTINUE TODAY AND WHO STILL GIVE CREDIT TO THE COLLEGE FOR THE ORIGINAL WORK.

I CAN'T STRESS IT ENOUGH: THE BENEFIT IS THAT PEOPLE WHO HAVE

NEVER BEEN IN OUR CLASSROOMS BUT WITH WHOM WE WORKED ON SOME PROJECT SEE US IN A NEW LIGHT. ONE OF THESE DAYS WHEN THE CORPORATE ENTITY CALLED CAPILANO COLLEGE NEEDS HELP, THEY ARE GOING TO GIVE IT AND GIVE IT GENEROUSLY AS A WAY OF SAYING THANK YOU. AND BETWEEN NOW AND THAT FUTURE CRISIS, I AM SURE THAT MANY OF THEM WILL INITIATE SOME FORM OF ASSISTANCE TO US

I WANT TO TURN TO SOME OTHER FORMS OF INVOLVEMENT, BUT BEFORE DOING SO LET ME TELL YOU THE NEAT CODICIL TO THE ECONOMIC DEVELOPMENT PROJECT.

IN EACH OF THE THREE MUNICIPALITIES THERE EXISTED AN ARTS COUNCIL. EACH MUNICIPALITY HAD ITS OWN GRANT-IN-AID PROGRAM TO THOSE ENGAGED IN ARTISTIC ENDEAVOURS. THERE WERE FACILITIES UNDER THE CONTROL OF THE SEPARATE MUNICIPALITIES WITH NO COORDINATION OF THE USE OF THESE FACILITIES. THE MUNICIPAL POLITICIANS WERE UNDER INCREASING PRESSURE TO DO SOMETHING ABOUT THE CHAOTIC SITUATION.

GUESS WHAT? THE MAYORS CALLED US: COULD WE HELP; WOULD WE HELP. YOU BET WE WOULD. AGAIN, THEIR WAS THE CONCERN OF WHO WOULD PAY FOR THE PRODUCTION OF COMMITTEE MINUTES, ETC., ETC. AGAIN, WE SAID DON'T WORRY. WE HAD LEARNED THAT ONCE YOU SHOW OUR POLITICIANS SUCCESS, THEY WOULD FUND THE BIGGER BUCKS. A KICK-OFF COMMUNITY MEETING (REALLY A BY INVITATION APPROACH, BUT

FEW REALISED THE DEGREE OF OUR MANIPULATION OF THAT) ON CAMPUS WAS AN OCCASION TO SHOW OFF OUR VISUAL ARTS PROGRAM, OUR COMMERCIAL MUSIC PROGRAM, AND OUR THEATRE PROGRAM.

SOME EIGHTEEN MONTHS LATER, THERE IS AN ARTS COMMISSION AND A HAPPY COMMUNITY OF THE ARTS WHO ARE GENERALLY VERY GRATEFUL FOR WHAT WE DID TO HELP IT COME ABOUT. I TELL YOU, OUR ADVERTISING BUDGET COULDN'T BUY A TENTH OF THE GOODWILL ENGENDERED BY OUR EFFORTS AT INVOLVING THE COMMUNITY IN THE RESOLUTION OF ITS OWN PROBLEMS.

SO, OTHER FORMS OF INVOLVEMENT. WITH THESE EXAMPLES I AM MAKING THE POINT THAT INVOLVING THE COMMUNITY IS A CORPORATE STATE OF MIND. IT IS THE JOB OF EVERY ONE, NOT JUST THE ONE ANNOINTED AS PRESIDENT AND HIS OR HER DISCIPLES CALLED V.P.s OR DEANS, TO INVOLVE THE COMMUNITY. FACULTY AND STAFF HAVE GOT TO BE FREE ON THEIR OWN AUTHORITY TO INVOLVE THE COMMUNITY AND TO BE INVOLVED IN THE COMMUNITY. THEY MUST FEEL FREE TO MAKE MISTAKES IN THIS REGARD.

THE WAY I PUT IT TO BOARD MEMBERS AND THE COMMUNITY IS I WANT AS MANY FACULTY AS POSSIBLE TO PRACTICE THEIR DISCIPLINE IN THE MARKET PLACE. WHAT DOES THIS MEAN?

WELL, IT MEANS THE PHILOSOPHER WHO IS PRESIDENT OF THE B.C. CIVIL

LIBERTIES ASSOCIATION AND WHO, THROUGH RADIO, TELEVISION, AND PRINT INTERVIEWS, THROUGH HIS BOOKS AND ARTICLES, THROUGH THE COURT CASES HE ADVANCES, THE SPEECHES HE MAKES, BEHAVES AS A MODERN DAY SOCRATES.

IT MEANS THE OUTDOOR RECREATION FACULTY WHO WORK WITH THE VARIOUS SECTORS OF THE TOURISM INDUSTRY TO HELP THEM WRITE THE INDUSTRY-WIDE OPERATING STANDARDS FOR WHITE WATER RAFTING, OR WILDERNESS CANOEING, OR WHAT EVER.

IT MEANS THE BIOLOGIST WHO IS THE PRESIDENT AND LONG STANDING EXECUTIVE MEMBER OF THE VAN DUSEN GARDENS. OR THE CHEMIST WHO IS FRONT AND CENTRE IN THE CITIZEN'S MOVEMENT TO PRESERVE HOWE SOUND FROM INDUSTRIAL TOXIC WASTE. OR THE COMMUNICATIONS EXPERT AND EX-SCHOOL TRUSTEE WHO SERVES AS THE EDUCATION CRITIC FOR B.C.'S MORNING NEWSPAPER, THE PROVINCE. IT EVEN MEANS BEING COMFORTABLE WITH HAVING THE LEADER OF THE B.C. LIBERAL PARTY AS WELL AS SOCIALIST CANDIDATES IN PROVINCIAL AND FEDERAL ELECTIONS NUMBERED AMONG THE FACULTY.

IT MEANS WRITERS WRITING AND PUBLISHING IN THE LEARNEDS AS WELL AS FICTION AND NON-FICTION; POLITICAL SCIENTISTS PROVIDING POLITICAL COMMENTARY; MUSICIANS PERFORMING ON THE VANCOUVER AND PROVINCIAL CIRCUITS, AND PAINTERS PAINTING AND EXHIBITING LOCALLY AND NATIONALLY.

IT MEANS THE PRESIDENT'S LECTURE SERIES THE TOPICS OF WHICH ARE DRAWN USUALLY FROM ISSUES FACING SOCIETY IN GENERAL RATHER THAN THE SOCIETY OF THE LOWER MAINLAND. IF THERE IS A BIAS IN THE TOPICS, IT IS TOWARDS MATTERS ABOUT WHICH OUR COMMUNITY IS NOT FAMILIAR OR WHICH SMACK OF CONTROVERSY. THE IMPORTANT POINT HERE IS THAT EVERY LECTURE EVER GIVEN IN THIS SERIES HAS BEEN BY AN EMPLOYEE OF THE COLLEGE.

THIS IS SUFFICIENT TO ILLUSTRATE WHAT I MEAN BY BEING INVOLVED IN THE COMMUNITY.

TO THIS POINT I HAVE BEEN SPEAKING OF A COMMUNITY THAT HASN'T INCLUDED STUDENTS AND ABOUT ACTIVITIES OF INVOLVEMENT THAT ARE REMOVED FROM THE CLASSROOM.

MY NEXT POINT IS THE NOTION THAT SOME OF THE CURRICULUM CAN GIVE RISE TO INVOLVEMENT WITH AND IN THE COMMUNITY. I'LL GIVE TWO EXAMPLES.

THE FIRST IS OUR LABOUR STUDIES PROGRAM. IF BUSINESS MANAGEMENT PROGRAMS ARE THERE TO EDUCATE AND TRAIN MANAGEMENT WORKERS, THEN THE LABOUR STUDIES PROGRAM IS THERE TO EDUCATE AND TRAIN MEMBERS OF THE TRADE UNION MOVEMENT. NOW WHEN YOU ARE FUNDED BY A PROVINCIAL GOVERNMENT WHICH IS OFTEN AT ODDS WITH THE LABOUR

MOVEMENT, A LABOUR STUDIES PROGRAM CAN BE SEEN AS A RISKY BUSINESS.

SO BE IT. WHAT WE HAVE ARE A FEW THOUSAND PEOPLE WHO HAVE NEVER TAKEN A COURSE AT CAPILANO COLLEGE, BUT HAVE TAKEN CAPILANO COLLEGE COURSES; WHO HAD NEVER BEEN TO COLLEGE UNTIL OUR LABOUR STUDIES PROGRAM CAME ALONG; WHO NOW THINK OUR COLLEGE IS THE BEST THING SINCE SLICED BREAD AND WANT THEIR SON OR DAUGHTER TO GO TO CAP NO MATTER WHERE THEY LIVE.

THIS YEAR, THE PROGRAM WON A NATIONAL, NON-UNION SPONSORED AWARD FOR INNOVATION AND EXCELLENCE. THE AWARD WAS PRESENTED IN P.E.I. ON THE ATLANTIC COAST. NOT GOOD ENOUGH. WE ARRANGED FOR A LOCAL CEREMONY AND HAD POLITICIANS, BUSINESS LEADERS AND MEMBERS OF THE LABOUR MOVEMENT IN ONE ROOM TO CELEBRATE THE WORK OF OUR FACULTY AND HONOUR THE CONFIDENCE OF THOSE ASSEMBLED IN OUR COLLECTIVE CAPACITY TO WORK TOGETHER FOR A BETTER COMMUNITY.

A BIT MAUDLIN PERHAPS, BUT POWERFUL COMMUNITY BUILDING WITH OUR COLLEGE SEEN AS A LEADER IN THIS ENDEAVOUR.

MY FINAL EXAMPLE IS THE USE OF EDUCATION ON AN INTERNATIONAL SCALE AS AN OPPORTUNITY FOR INVOLVING THE COMMUNITY.

WHILE WE WERE DABBLING IN ECONOMIC DEVELOPMENT AS I'VE ALREADY

DESCRIBED, WE REALISED THAT OUR COMMUNITY AND THE LOWER MAINLAND WERE PACIFIC RIM CITIES WHOSE FUTURE WOULD BE INEXTRICABLY INTERTWINED WITH TRANS-PACIFIC TRADE, BUSINESS AND INDUSTRY.

WHEN WE COULDN'T CONVINCE OUR MINISTRY OF EDUCATION TO FUND A PROGRAM, WE GOT THE FEDERAL GOVERNMENT TO GIVE US A GRANT. THE GRANT AND THE HIGH INTEREST OF THE FEDS PERSUADED, OR SHOULD I SAY EMBARRASSED, THE MINISTRY INTO FUNDING THIS PROGRAM DESIGNED FOR CANADIANS.

THIS SPUN OFF ANOTHER PROGRAM WHICH MAKES ONE-ON-ONE MATCHES BETWEEN JUNIOR MANAGERS FROM SMALL AND MID-SIZE CANADIAN BUSINESSES WITH THEIR COUNTERPARTS IN ASEAN BUSINESSES. THIS PROGRAM BRINGS US INTO CLOSE CONTACT WITH SENIOR MANAGERS FROM THE LARGE AND SMALL B.C. BUSINESSES DOING TRADE ACROSS THE PACIFIC FOR THEY SERVE AS SEMINAR LEADERS, LECTURERS, AND BUSINESS HOSTS.

ANOTHER SPIN-OFF WAS TO BRING JAPANESE COLLEGE STUDENTS FOR SHORT, INTENSIVE, CULTURAL IMMERSION PROGRAMS AT OUR COLLEGE. THE KEY ELEMENT HERE IS THAT THESE STUDENTS ARE BILLETED WITH CANADIAN NORTH SHORE FAMILIES. THESE FAMILIES ARE NOT CHOSEN JUST BECAUSE THEY WOULD LIKE THE SMALL HONORARIUM WE OFFER. NO, WE INTERVIEW EVERY POTENTIAL HOST FAMILY AND WE SELECT THEM BECAUSE THEY DEMONSTRATE A KEEN INTEREST IN INTERNATIONAL

AFFAIRS, IN BREAKING DOWN INTERNATIONAL AND ETHNIC BARRIERS, AND BECAUSE THEY WILL BE FULL PARTICIPANTS IN THE PROGRAM.

WHAT WE STRIVE FOR HERE IS THE INVOLVEMENT OF OUR HOST FAMILIES IN THE LIFE AND TIMES OF PEOPLE FROM ANOTHER CULTURE, A CULTURE WHICH IS CRUCIAL TO OUR FUTURE AS A NATION. IT IS, IF YOU LIKE, A PROGRAM OF INDEPENDENT STUDY FOR THESE HOST FAMILIES WITH OUT US EVER TELLING THEM THAT THEY ARE GOING TO SCHOOL.

ELDERHOSTEL & ELDERCOLLEGE RE COMMUNITY--IF THERE IS TIME.

AS THEY SAY IN THE MEDIA, LET ME DO A WRAP HERE AND LEAVE YOU WITH EIGHT POINTS WHICH MAY BE OF SOME VALUE TO YOU:

1. INVOLVING THE COMMUNITY IN THE AFFAIRS OF THE COLLEGE AND INVOLVING THE COLLEGE IN THE AFFAIRS OF THE COMMUNITY SHOULD BE ON YOUR CORPORATE AGENDA AS PART OF THE OVERALL STRATEGY TO SECURING YOUR CORPORATE FUTURE.
2. MORE THAN BEING A WRITTEN ENTRY ON THE CORPORATE AGENDA OR TEXT IN THE MISSION STATEMENT, INVOLVING THE COMMUNITY MUST BE A STATE OF MIND FOR EVERY ONE IF IT IS TO WORK.
3. IF INVOLVING THE COMMUNITY IS ON YOUR CORPORATE AGENDA, EVERYONE IS RESPONSIBLE FOR ACCOMPLISHING THE GOAL. BY THE SAME TOKEN, YOUR FACULTY AND STAFF MUST HAVE THE FREEDOM TO FAIL IN THEIR EFFORTS TO ACCOMPLISH THE GOAL.

4. LOOK TO OUT-OF-CLASSROOM OPPORTUNITIES FOR COMMUNITY INVOLVEMENT; LOOK TO OPPORTUNITIES TO GET YOUR FACULTY OUT OF THE CLASSROOM FOR THE PURPOSE OF INVOLVING THE COMMUNITY; LOOK TO OPPORTUNITIES THAT GET ALL OF YOUR EMPLOYEES INVOLVED IN THE COMMUNITY.
5. INVOLVING THE COMMUNITY IS NOT SIMPLY A HIGH MORAL IMPERATIVE. THERE IS LOTS OF ROOM FOR LEGITIMATE AND ENLIGHTENED SELF-INTEREST IN SELECTING WHAT PART OF THE COMMUNITY TO INVOLVE, ON WHAT ISSUE, AND FOR WHAT PURPOSE.
   HOWEVER; IF THERE IS TO BE ONLY ONE OBVIOUS AND IMMEDIATE WINNER, LET IT BE THE COMMUNITY AND NOT THE COLLEGE.
   PREFERABLY, YOU WANT WIN-WIN SITUATIONS.
6. DON'T FORCE COMMUNITY INVOLVEMENT; LET IT HAPPEN. THERE ARE LOTS OF OPPORTUNITIES FOR INVOLVING THE COMMUNITY, SO KEEP YOUR EYES AND EARS OPEN FOR THEM.
   PARTICULARLY KEEP A KEEN LOOK-OUT FOR OPPORTUNITIES THAT ARE MANY FACETED: A PROJECT THAT INVOLVES COMMUNITY MEMBERS IN AN ISSUE, THAT CONNECTS WITH EXISTING CURRICULUM, THAT SPINS OFF INTO NEW CURRICULUM, THAT IDENTIFIES A NEW FOCAL POINT FOR COMMUNITY INVOLVEMENT IS A JEWEL OF A PROJECT.
7. TRY TO AVOID THE CREATION OF CULT FIGURES AROUND ANY GIVEN PROJECT. YOU WANT THE RECOGNITION AND REWARD TO BE SPREAD AMONG AS MANY PEOPLE AND SECTORS OF THE COLLEGE AS POSSIBLE. YOU DO NOT WANT THIS HORDED IN THE OFFICES OF THE PRESIDENT AND SENIOR ADMINISTRATORS.

8. OVERALL, THINK INVESTMENT IN THE COMMUNITY: THINK AN INVESTMENT OF REAL DOLLARS, REAL TIME AND REAL EFFORT. UNDERSTAND THAT THIS IS A LONG-TERM INVESTMENT AND THEREFORE YOU AND YOUR BOARD WILL NEED TO BE PATIENT AND WAIT FOR THE RETURN ON INVESTMENT. IT WILL COME, AND IT WILL BE HANDSOME.

I THANK YOU FOR YOUR KIND ATTENTION AND THE OPPORTUNITY TO PARTICIPATE WITH YOU IN YOU SUMMER ACADEMY.

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